SPECIAL EDUCATION

MANUAL

INTRODUCTION

Alberta Education has the legislated mandate to administer the provision of education in the province.

The purpose of Alberta Education is to ensure that all Alberta children have equitable access to the highest quality of education that is available.

Toward the purpose of Alberta Education, various branches have been established within the department to advise, guide, and monitor the delivery of educational services by school jurisdictions. One of these branches is the Special Educational Services Branch which was established in recognition of individual differences and to provide leadership in making available to children with exceptional educational needs opportunities that might otherwise be closed to them.

The purpose of the Special Educational Services Branch reflects the purpose of Alberta Education:

> Children with exceptional educational needs must have those needs addressed through school programs.

This manual is designed to bring together legislation, policies, and guidelines pertaining to special education in Alberta. It is not considered to be exhaustive or conclusive.

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CHAPTER I

SPECIAL EDUCATION: A RATIONALE

1.1 Purpose of Special Education

The purpose of special education is to provide opportunities for children with exceptional educational needs, both the educationally disabled and the gifted/talented. Special education implies a commitment to provide special facilities and methods which make it possible for those children who deviate markedly from the average to receive an education commensurate with their potential. Special education attempts to provide to children with exceptional educational needs learning opportunities which are relevant to their needs. There is a commitment to the proposition that all children should be enabled to learn as much as they can and be helped to develop as completely as possible.

Children with exceptional educational needs are different from other children in that they may require special curricula and methods of instruction that are different from conventional methods. Special education recognizes this and strives to foster the development of the individual by other means; modifications may be required in programs, facilities, equipment, materials, methods, and settings.

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1.2 Policy, Guidelines, and Procedures

A. Policy

Alberta Education supports the provision of educational programs for exceptional students who have special needs, whether the students are gifted, talented, or educationally disabled.

B. Guidelines

1. School jurisdictions are responsible for the identification, assessment, placement and programming for exceptional students. School jurisdictions are also responsible for evaluating the individual progress of exceptional students.

2. Alberta Education will provide information and program advice related to the development, implementation, and evaluation of special education programs.

3. Each school jurisdiction will develop and keep current written policies, guidelines and procedures for the development or adaptation of programs and services to exceptional students in its jurisdiction, in keeping with the intent of provincial policies, guidelines and procedures.

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4. Alberta Education will provide program funding for exceptional students through the special education program grant. This single grant is based on a rate in dollars per resident student.

5. Special education grants must be expended on programs for the educationally disabled, gifted, or talented. If funds remain after the Special Education program needs are met, the director of the appropriate Regional Office of Education must be advised of a redirection of these funds to any other program.

6. Alberta Education will provide grants in support of approved educational programs for students residing and receiving their education in provincially approved institutions.

7. Alberta Education will provide funding to maintain regional assessment and consultation services for sensory multi-handicapped students.

8. Alberta Education will establish curricula for exceptional students.

9. Alberta Education will provide standards that should be considered in identifying and assessing exceptional students.

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10. Programs for exceptional students should encourage participation of students in a regular school environment whenever possible.

11. Two to five percent of the Special Education Grant, depending on a board's increase in grant entitlement, will be spent on programs for the gifted.

12. Each school jurisdiction must establish policies, guidelines, and procedures for the convening and conduct of a Local Appeal Committee through which parents may appeal placement decisions.

C. Procedures

1. Alberta Education will provide general information to school jurisdictions in January in regard to the level of provincial support.

2. School jurisdictions will developed and keep current and on file their policies, guidelines, procedures, intended results, how these results will be achieved, and evaluation priorities. These will be completed before school jurisdictions apply for provincial funds.

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3. School jurisdictions wishing to access provincial grants must indicate this annually in the Grants Application Form submitted to the Regional Offices of Education for approval by October 22.

4. Funds will be distributed by Alberta Education on the basis of the school jurisdiction's resident student count as at September 30.

5. Each school jurisdiction will monitor and evaluate the instructional programs as required by the school jurisdiction's evaluation policies.

6. Regional Offices of Alberta Education will monitor the programs, as required.

7. Alberta Education will also evaluate the programs, as required. The results of the evaluation will become public documents.

8. School jurisdictions will report on the special education, including gifted, programs in the school jurisdiction's Annual Report. Two copies of the report will be submitted to the local Regional Office of Education by July 31.

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9. Alberta Education will review provincial policies, guidelines, and procedures and may make adjustments based on provincial and local monitoring, evaluation studies, and other relevant reports.

10. School jurisdictions may make program adjustments based on provincial and local monitoring, evaluation studies, and other relevant reports.

11. School jurisdictions will submit a Budget Report Form to the School Business Administration Branch by April 30.

12. The school jurisdictions will submit an annual Audited Financial Statement to the School Business Administration Branch by February 28.

1.3 Standards

1. Identification

a) All students should be screened for hearing and vision abnormalities on entry to school and every three years thereafter.

b) All students should be administered standardized group achievement tests.

2. Referral

a) Referral procedures should be formalized and referrals made to specialists.

b) Parental permission should be obtained for further assessment.

3. Assessment

a) Students with potentially exceptional needs, as identified by screening procedures, should be further assessed

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through use of a battery of individualized tests (intelligence, achievement, and diagnostic).

b) Assessments in speech, reading and psychoeducational areas should be conducted by persons who meet the qualification requirements of Alberta Education.

c) Depending on a student's needs, further assessment may be necessary in areas such as:

i) behavior

ii) language

iii) health and medical

iv) creativity

v) mental and physical development

d) Parents must be informed of assessment results and recommendations.

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4. Placement

a) Signed parental permission should be required before a student is placed in a special education program and before each change in placement.

b) Placements and programs should be formally reviewed each two years and less formal reviews conducted during each year.

c) The needs of the student must be the prime consideration in any special education placement.

5. Programming

a) Programs and support services should be provided to meet the special needs identified by assessment.

b) Programs should be consistent with Alberta Education Programs of Studies.

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c) An Individual Program Plan should be developed for each student with special educational needs and made available to the parents.

d) Programs should include consideration for age, integration, and success experiences.

6. Evaluation

a) Student progress should be regularly evaluated in terms of stated objectives.

b) Evaluation results should be shared with parents.

7. Local Appeal Committee

a) Each school jurisdiction shall establish an appeal committee for the express purpose of resolving disputes over student placements.

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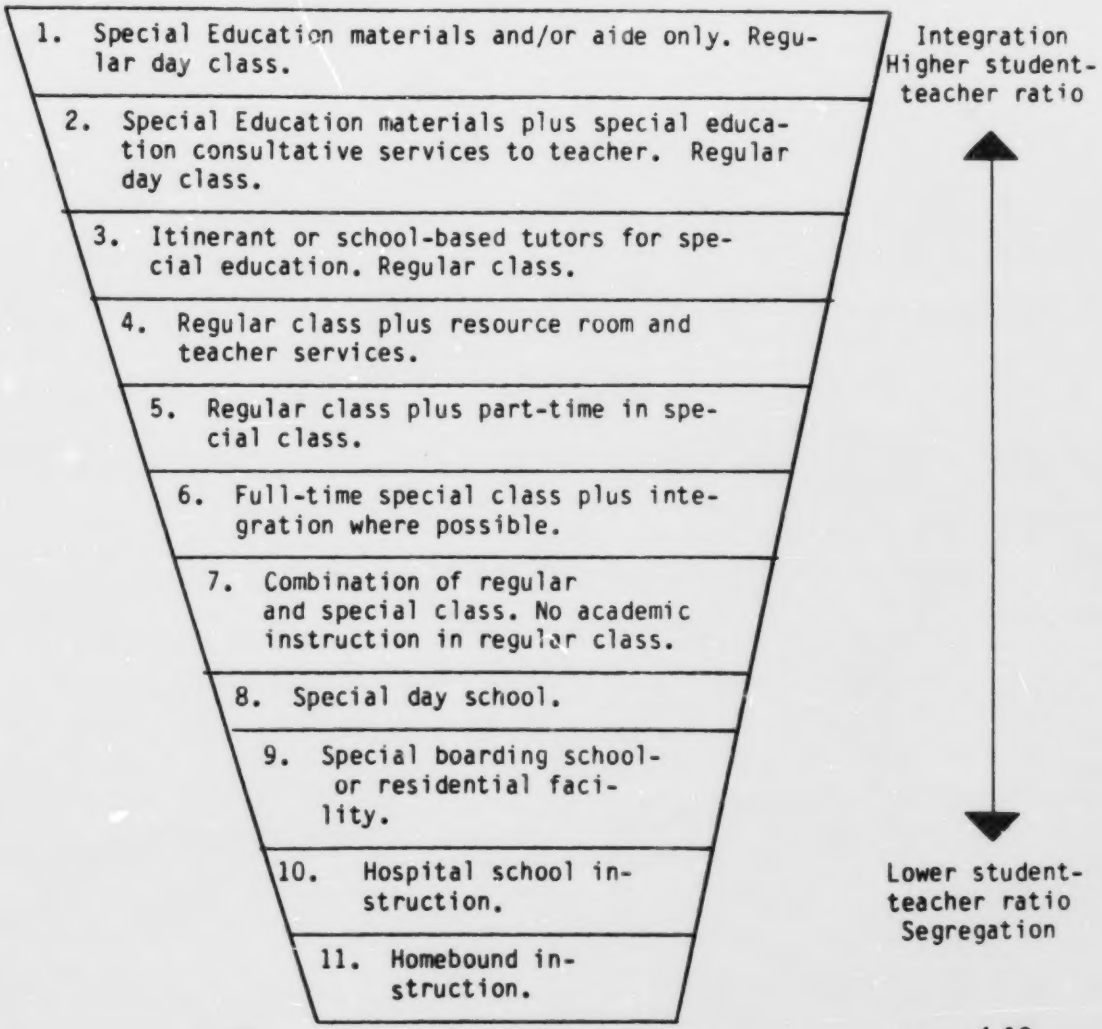
1.4 The Cascade Model of Service Delivery

The Cascade model of service is depicted as an inverted pyramid which contains eleven administrative plans in special education for the disabled ranging from fully integrated to fully segregated and from a higher student-teacher ratio to a lower student-teacher ratio.


1. Special Education materials and/or aide only. Regular day class.
2. Special Education materials plus special education consultative services to teacher. Regular day class.
3. Itinerant or school-based tutors for special education. Regular class.
4. Regular class plus resource room and teacher services.
5. Regular class plus part-time in special class.
6. Full-time special class plus integration where possible.
7. Combination of regular and special class. No academic instruction in regular class.
8. Special day school.
9. Special boarding school- or residential facility.
10. Hospital school instruction.
11. Homebound instruction.
Integration
Higher student-teacher ratio
Lower student-teacher ratio
Segregation

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Integration has been demonstrated to be beneficial to most special education students. The degree of integration must be a function of the availability of suitable programs and the student's ability to participate in those programs. A student in Plan 6 on the model, in a departmentalized school, could be integrated for subjects such as music, art, physical education, health, and practical arts.

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1.5 Education of Disabled Adult Students

According to the School Act (142, (2), (3)) "A person may continue to attend school up to the age of 18 years ..." and "A board in its discretion may admit to its schools ... any person 18 years of age or over ...."

Under present policy, any board is free to continue to offer services to disabled adults until they are 20 years of age as of September 1 of the school year and to use the Special Education Program Grant and the School Foundation Program Fund Grant to help meet the costs involved. The availability of this option will assist students who need a longer period to complete their program. In addition, Extension Grants may be accessed for the provision of services to disabled adults in the same manner as for other adults.

Boards will continue to have the option of declining to provide services to disabled individuals 18 years of age or over as of September 1 of the school year. However, the board should give one year's notice of intention to withdraw service to a disabled adult. The year's notice is necessary so that there is an opportunity for responsibility for the young adults to be taken over by one of Alberta Social Services and Community Health, Alberta Advanced Education, or Alberta Manpower. The

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notice of termination of service to individual adults should be directed to the Regional Coordinating Committee for the Education and Training of Handicapped Adults, operating under the regional offices of Alberta Social Services and Community Health, and to Alberta Education.

It is appropriate that all school boards establish a policy regarding the education of disabled adults. This policy should be made known to the Regional Coordinating Committee and to Alberta Education.

(See Appendix A)

Policy (Effective September 1985)

Alberta Education will provide Special Education Funding to school boards in support of disabled students who are eligible under the School Foundation Program Fund Grant.

Guidelines

1. School jurisdictions may, at their discretion, continue to offer programs to students, including to disabled students, who are over 18 years of age as of September 1 of the school year.

2. Alberta Education Special Education Funding is available to school jurisdictions to support programs for disabled adults until such time as the student is 20 years of age as of September 1 of the school year.

3. Disabled adults are eligible for Alberta Education Extension Grants in the same manner as any other extension student.

4. Before termination of services to a disabled adult, the responsible school jurisdiction will give one year's notice to Alberta Education, and to the Regional Coordinating Committee for the Education and Training of Handicapped Adults.

5. Where school boards have decided not to provide programs for disabled adults, responsibility for offering adult programs rests with Alberta Social Services and Community Health, Alberta Advanced Education, or Alberta Manpower.

6. Where disabled adults are attending approved Category 2 Private Schools, the appropriate government department noted in Section 5 of these Guidelines should be contacted to review available alternatives, one of which may be ongoing financial support of the Private School.

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7. The government department assuming responsibility for a program no longer supported by a school jurisdiction, will be determined by the regional joint committees of Alberta Education, Advanced Education, Manpower, and Social Services and Community Health. Where a dispute arises as to the determination of the appropriate government department to provide support for disabled adults and/or support for programs serving disabled adults, the case should be referred to the Provincial Vocational Rehabilitation of Disabled Persons Coordinating Committee for guidance.

Implementation Procedures

School jurisdictions may continue to use Alberta Education Special Education Funding for students beyond the age of eligibility, for the provision of programs for disabled adults, until the end of the 1984-85 school year. This will allow school jurisdictions to provide one year's advance notice to students, parents and affected government departments with respect to planned program terminations.

1.6 Alternative Placements

Out-of-Province Placements

For a few disabled students, suitable programs within the province either do not exist or do not have the capacity to accommodate the demand for them. These students must be sent out of the province in order to obtain a suitable education. If a school board cannot provide special education for such a student and cannot find a suitable program within the province, it may direct a student to attend a school or institution elsewhere in Canada or in the United States. For such placements, approved in 1983-84, Alberta Education will pay a grant at the 1983-84 level during 1984-85. After 1984-85, all decisions regarding out-of-province placements and the payment of fees associated with such placements will be the responsibility of the school jurisdiction and/or the parent.

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1.7 Programs for Sensory Multi-handicapped Students

Alberta Education makes provision for sensory multi-handicapped children who require a program of a nature more intense and specialized than that provided through existing special educational programs. Sensory multi-handicapped are those children who are visually or hearing impaired and also have another complicating disability, for example the deaf-blind, the blind-mentally handicapped, the deaf-mentally handicapped. These programs also provide services for children diagnosed as autistic/aphasic. Until recently, there has been no proper facility or program for these children in Alberta. Consequently, sensory multi-handicapped children have been accommodated in programs such as that provided in the W. Ross MacDonald School in Ontario.

Arrangements have been made with the Calgary Board of Education and the Edmonton Public School Board to provide program services for the central and southern part of the province. Similar arrangements have been made with the Grande Prairie School District for the northern part of the province so that children may be placed in special programs nearer to their homes.

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Chapter II

LEGISLATION AND REGULATIONS

2.1 Legislation

Under current legislation, specifically under The School Act, Section 142(1),

> 142(1) every child who has attained the age of six years at school opening date, and who has not attained the age of 16 years is a pupil ... and unless excused for any of the reasons mentioned in section 143 shall attend a school over which a board has control.

Section 143 lists various conditions under which a pupil may be excused from school and some of these may be used to excuse a pupil who is disabled. Section 143 does not, however, intend to exclude permanently a handicapped child from school. The particular parts of Section 143 that may apply are as follows:

> 143 1. "A pupil is excused from attendance at school if:
> (a) a Department of Education inspector or a Superintendent of Schools (whether appointed by a board or the Department of Education) certifies in writing that the pupil is under efficient instruction at home or elsewhere or

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(b) he is unable to attend by reason of sickness or other unavoidable cause, or

(d) in a special case, the proper officer of a board, in consultation with the pupil's parent and upon the written recommendation of the school principal, excuses the pupil from attendance for such a period as he may direct.

2. A board may temporarily excuse from attendance in a regular classroom any pupil whose special educational needs in the opinion of an inspector or superintendent are of such a nature that regular classroom experience is not productive or is detrimental to the pupil or to the school, until such time as the board with the approval of the parent can arrange the needed special education through attendance in a special class or by entering the child in a special school or in any other suitable manner.

Section 147 allows a board to provide special education by operating special schools or classrooms or by making a grant and sending pupils to an organization or agency, approved by the Minister, which provides special education. Schools maintained by such an organization or agency are Category 2 private schools and operate under the authority of Section 10 of the Department of Education Act.

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2.2 Regulations

Program

Resident Pupil Regulation

1. 1 In this regulation,

(a) "Act" means the **School Act**;

(b) "tuition agreement" means an agreement or portion of an agreement under section 169 of the Act

(i) by which a resident pupil, as defined in section 2 of this regulation, is to be educated on a full-time basis, and

(ii) in which there are the terms and conditions under which a tuition fee may or may not be payable.

2 For the purpose of section 70 and 71 of the Act, "resident pupil" means

(a) a person who

(i) is attending a school during normal operating hours for schools in Alberta between the hours of 8:00 a.m. and 6:00 p.m., Monday through Friday, during the regular school term,

(ii) is, on September 1 in the year in which that person is counted, at least 5 years 6 months of age but less than 20 years of age,

(iii) has his place of residence, according to the rules in section 8 of the Act, in a district or division within Alberta, and

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(iv) is enrolled, on the last school day of September in the year in which that person is counted,

(A) in a school in Alberta operated by a board

(B) in a private school classified under The Private Schools Regulations (Alta. Reg. 243/70), as a category 1, 2 or 4 private school,

(C) in an early childhood services program operated by an operator as described in the Early Childhood Services Financial Reporting and Management Regulations (Alta. Reg. 249/76),

(D) in a public or private school outside Alberta operated by a board of trustees or similar body with which the board having jurisdiction over the person has a tuition agreement that applies to that person,

(E) as a temporary pupil in a program of basic education provided in an institution operated by the Government of Alberta, or

(F) as a regular pupil in the Alberta School for the Deaf to which the board having jurisdiction over the person has paid a tuition fee that applies to that person, or

(b) a person who

(i) is certified pursuant to section 143(1)(a) of the Act to be under efficient instruction at home,

(ii) is, on September 1 in the year in which that person is counted, at least 5 years 6 months of age but less than 20 years of age,

(iii) has his place of residence, according to the rules in section 8 of the Act, in a district or division within Alberta, and

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(iv) is under instruction, as described in subclause (i), on the last day of September in the year in which that person is counted,

but does not include a person who

(c) is an Indian enrolled in a school under the jurisdiction of a board that receives payment from the Government of Canada in respect of him,

(d) is counted for purposes of an Early Childhood Services Grant under Schedule 4 of the School Grants Regulations (Alta. Reg. 171/76),

(e) is enrolled only in credit courses with fewer than 25 hours of instruction per credit, or

(f) does not have a parent residing in Alberta.

2. Each school jurisdiction will keep on file its educational plans, policies, guidelines, and procedures relating to special education programs and services. These documents will be released to Alberta Education personnel upon request.

3. Each school jurisdiction will provide for the needs of all of its students and use the special education grant for the provision of programs and services for the disabled and for the gifted. Boards may meet their responsibility by contracting for services.

4. Boards will adhere to Standards as set down in the manual.

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Grants

1. Payment of special education grants is subject to the approval of the Director of the Regional Office of Alberta Education. Approval shall be based upon

   i) An annual report containing appropriate detail as outlined in the manual,

   ii) An audited financial statement showing all revenues and expenditures for special education.

2. During the 1984-85 school year, boards may receive grants

   a) equivalent to those received in the 1983-84 school year plus 2 per cent of the amount calculated under formula funding, or

   b) the amount calculated under formula funding

   whichever is the greater.

3. Students attending out-of-province schools may be funded at 1983-84 rates during the 1984-85 school year. New out-of-province placements are the responsibility of the referring jurisdiction or the parents.

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4. Funding for parent-placed students in Category 2 private schools will continue at 1983-84 rates during the 1984-85 school year; funding will not exceed 75 per cent of the School Foundation Program Fund rate during 1985-86. Board-directed students are the board's responsibility for funding under agreement with the private school.

5. Students enrolled in Department of National Defence schools may be entitled to 50 per cent of the grant for special education.

6. Small school jurisdictions may be given special consideration by the Director of the local Regional Office where a high-cost program is shown to be such a financial burden that it cannot be offered without additional support. (See Appendix D)

Definitions

(a) "institution" means a setting in a hospital or custodial institution wherein educational services are offered to students who have been placed there for non-educational reasons. (See Appendix C)

(b) "Institutional Support Grant" means a grant that may be paid to a board which offers educational services to students in an institution. (See Appendix C and Page 29)

(c) "small school jurisdiction" means a school jurisdiction which has a resident student count below 500. (See Appendix D and Page 29)

(d) "formula funding" means $N \times \$_X$

Where N is the number of resident students, and $\$_X$ is a per student amount as determined from time to time by the Minister. (See Page 27)

(e) "grandfathering" means to hold the special education grant to a board at the 1983-84 level when the 1983-84 level is greater than the amount determined by the formula calculation. Subject to a board's total special education revenues, grandfathering will continue until the level is exceeded by the formula level of funding. (See Page 24 and 27)

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2.3 Special Education Funding

The 1984-85 school year sees an entirely revised system for funding special education programs and services. Until June 1984, a variety of special education grants were designated to be used in providing programs for different types of disabling conditions.

Grants that had been provided for the Learning Disabilities Fund, grants in support of students sent to Category 2 private schools and to out-of-province schools, Program Unit Grants, Special Education Teaching Position grants, grants for Rehabilitative Aides, and the Educational Opportunities Fund (junior high) were all coalesced into a formula fund based upon $135.00 per resident student.

Alberta Education made the commitment that no jurisdiction would receive a lower level of funding in the 1984-85 school year than it received during the 1983-84 school year. Jurisdictions which would receive less under the formula fund are grandfathered until such time that formula funding becomes of more benefit to them.

There are no guidelines or regulations for school boards to follow in the distribution of their special education grants. During the

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1983-84 school year, Alberta Education made funds available at four levels for four broad areas of disabilities:

Level 1 (mildly disabled)
Level 2 (moderately disabled)
Level 3 (severely disabled)
Level 4 (profoundly disabled)
Gifted and Talented (new)

The new special education grants structure does not designate the grants (except that boards are expected to spend up to 5 percent of formula funding, and not less than 2 percent of grandfathered funding on programs for the gifted). Special education grants are to be used for the provision of special education services. Any expenditure of surplus special education funds will require that the local Regional Office of Alberta Education be informed.

Students resident in a jurisdiction who attend an approved private school may be counted by the jurisdiction for formula funding. When a jurisdiction has a tuition agreement with a Category 2 private school, the jurisdiction is responsible for payment of fees. When the students are parent-placed and not board-directed, the grant to the private school is 75 per cent of the School Foundation Program Fund rate.

Jurisdictions with a resident student count below 500 will receive priority for special consideration where high cost students become a financial burden. (See Appendix D)

An Institutional Support Grant of $20,400.00 per teaching position may be paid to boards which provide educational services to students in institutions. (See Appendix C)

Category 2 Private Schools Funding

During 1984-85, students directed to attend Category 2 Private Schools by the jurisdiction in which they are resident will be supported through tuition agreements between the private school and the school jurisdictions. The jurisdiction may discharge its responsibility by paying a part or all of the tuition fee charged by the school. It is reasonable to expect that the tuition paid will be at least equivalent to that paid through a combination of the Alberta Education grant and the local contribution in the previous year.

Revenue received by the private schools from Alberta Education and school jurisdictions in 1983-84 will be matched in 1984-85 providing the number of students served does not decrease. A decrease in the number of students served will result in the grants being prorated.

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For all students placed in the private school by parents before June 1, 1984, without school jurisdiction support, Alberta Education will pay a grant equivalent to that available on the student's behalf in 1983-84. Students placed by parents in the private school after June 1, 1984 will be eligible for 75 per cent of the School Foundation Program Fund rate.

Alberta Education will provide a one-time lump sum payment in 1984-85 to Category 2 Private Schools to guarantee a level of revenue from a combination of school jurisdiction and Alberta Education grants equivalent to that received in the 1983-84 school year. This payment will allow for transition to the new funding procedures under the Management Finance Plan.

It should be emphasized that the grandfathering of Category 2 Private School students and revenue is for the 1984-85 school year only. The considerations provided for the 1984-85 school year are in recognition of the uncertainty associated with moving to the new funding procedures.

Subsequent to 1984-85, the support from Alberta Education to Category 2 Private Schools will be as follows:

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1. Students directed to attend a Category 2 Private School by a school jurisdiction in which they are a resident will be supported by a negotiated tuition agreement between the private school and the school jurisdiction.

2. Students placed in a Category 2 Private School by a parent, without school jurisdiction support, are the responsibility of the parent. The private school may receive a grant of up to 75 per cent of the School Foundation Program Fund rate on behalf of parent-placed students. (See Appendix B)

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Chapter III

ADMINISTRATION AND OPERATION

3.1 Plans for Identification, Placement, Programming and Evaluation

Section 1.3 of this manual addressed standards to be met in the operation of special educational programs. Boards will find that it is administratively and educationally advantageous to plan their operation carefully rather than dealing with special cases as they appear; the standards may be used as a general outline for the plan.

Each school jurisdiction is expected to develop a local Special Education Guide and ensure that copies are available in each school and to each special education teacher.

Identification. Every student entering school should be tested for vision, hearing, and achievement abnormalities. Parents are often unaware of any difficulties because they have become used to the child compensating. The public health nurse can schedule and test vision and hearing of new students at the beginning of the school year as well those in Grades 3 and 6. Classroom teachers or other professional staff would administer group achievement tests.

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Referrals. A formal procedure for referrals is necessary so that all parties concerned are familiar with the sequence of steps to be taken when a referral is made. Referrals are made on the basis of test results and the school board must decide at what level of divergence from the norm a referral should be made. These levels must be known to all parties. Referrals should be made only to specialists in the appropriate field and signed parental permission is a prerequisite to actual referral and examination.

Assessment. The screening procedures will identify students who may require further assessment. Again, the board must decide at what level and in which areas further assessment is necessary, and parental concurrence is required. Individual tests are to be conducted by persons who meet the qualifications required by Alberta Education (criteria are available from the Regional Offices of Alberta Education).

Placement. Where testing and assessment indicate that a special education placement would be beneficial for a student, the parents should agree in writing and the program and anticipated benefits should be explained to them. The continuation of a student in a special program depends upon progress and needs and the appropriateness of the placement should be reviewed formally every two years and less formally throughout each year.

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Programming. Program planning for a special education student is most demanding and is the culmination of lengthy discussions among teachers, special education personnel, administrators, subject area consultants, and parents, all directed to meeting the educational, social, and emotional needs of the student.

Section 1.4 referred to the Cascade Model in programming for special education. The eleven strategies may be conveniently grouped into four broad divisions. The following four divisions are the most common:

a) The disabled student may remain in the regular classroom. A resource teacher may go from class to class within a school either withdrawing the student from the classroom for brief periods of concentrated instruction or working with him in the regular classroom. In consultation with the classroom teacher, the resource teacher prepares a program for the disabled student, ensures that the program is carried out, assesses its effectiveness and recommends a change of placement if necessary.

b) A school may have a classroom stocked with special equipment and materials, and be in charge of a teacher with special skills in teaching disabled children. The disabled student remains for most of the time in the regular classroom but attends the resource room for

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brief periods of one-half hour to one hour during the school day in order to receive instruction specifically aimed at overcoming the disability.

c) A school system may establish one or more clinics staffed by specialist teachers and therapists. Students go to the clinic from their local schools usually two or three times a week for sessions of about an hour. These clinics have traditionally dealt with students who have problems in reading and speech.

d) A teacher may be in charge of a group of disabled students for much of the school day. It is common to have the group composed of students with the same identified disability, for example, hard of hearing or mentally disabled. The students may attend certain parts of the school program with their non-disabled peers.

Where there is a sufficient number of students with a certain disability, or even two or three disabilities, a special school may be established. Examples are L.Y. Cairns School in Edmonton, Dr. Carl Safran School in Calgary, and Dorothy Gooder School in Lethbridge.

Divisions a), b), and d) above can be readily adapted to the development of programs for the gifted.

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Parental involvement. The principles of fundamental justice in special educational matters require that the parents of a special education student are consulted and participate in decision-making in all aspects of procedures in the selection, placement, and programming of the student's education.

Some parents might not necessarily wish to become deeply involved in educational planning for their child but the principles of fundamental justice provide that the opportunity for involvement is available to them.

Evaluation

The School Jurisdiction. Each school system will develop plans for special educational services in the schools within its jurisdiction. These plans will be kept on file and released to Alberta Education personnel upon request.

The plans will include:

1. Statements of objectives
2. Student selection procedures
3. Descriptions of programs and types of classes
4. Nature and extent of individual program planning
5. Evaluation procedures

The plans will describe the needs of the exceptional students (e.g. educable, trainable, or dependent disabled; visually, hearing, or physically impaired; or gifted students) and how their needs will be met.

The plans will outline tests and standards that will be used in identifying students to be enrolled in special programs. This will refer to types and titles of tests, frequency of administration of tests, criteria for selection, and percentages of students to be served in special programs.

The plans will detail the types of special programs to be offered according to the needs to be met. Since grouping of students is often unwarranted and undesirable, Individual Program Plans will receive considerable emphasis. In cases where grouping is possible a group program plan will be acceptable but individual plans should also be available.

The plans will specify the evaluation instruments used and the manner in which the special programs will be evaluated, both formatively and summatively. Data collection and analysis will reflect the extent to which stated objectives have been achieved. It will be the responsibility of each school jurisdiction to gather these data and to make them available to Alberta Education upon request.

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Alberta Education. By July 31 of each year, two copies of an Annual Education Report will be required from each school system by the local Regional Office of Alberta Education. These reports will provide assessments based on data collected by the school system and indicate the extent to which stated objectives have been achieved.

Regional Offices of Alberta Education will review the reports submitted by school systems and will conduct periodic visitations to schools in order to validate the data provided by the school systems. Monitoring activities will be the responsibility of personnel from the Regional Offices of Alberta Education.

The following checklists may be used both for the school's internal evaluation and for evaluations conducted by personnel from the Regional Offices of Alberta Education. The checklists reflect the general areas of special education to be examined in addition to administrative matters, such as agreements, staff selection, and funding.

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Organization

		Good	Fair	Poor
1.	Policies and procedures for special education programs are clearly defined and provide for all exceptional students.	3	2	1
2.	Special education teachers have a major role in establishing procedures for the identification, evaluation, placement, and transfer of exceptional students.	3	2	1
3.	Special education is an integral part of the school's instructional program.	3	2	1
4.	Appropriate student-teacher ratios are in effect.	3	2	1
5.	Before a student is placed in a special education program the parents give their approval.	3	2	1
6.	A systematic plan is in effect for evaluating the quality of special educational services.	3	2	1
7.	Referrals are made to outside agencies to secure diagnostic information.	3	2	1

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	Good	Fair	Poor
8. Students are re-evaluated at intervals to confirm their continued eligibility in a special education program.	3	2	1

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i)	Are policies effective?	3	2	1
ii)	Is administrative leadership effective?	3	2	1
iii)	How accurate and complete is identification and assessment?	3	2	1
iv)	Are referrals made to outside services?	3	2	1

COMMENTS:

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Programming

		Good	Fair	Poor
1.	The programs are designed to meet the needs of exceptional students.	3	2	1
2.	Students have an opportunity to develop their talents as well as to strengthen weaknesses.	3	2	1
3.	Special education students are assigned to regular classes where it is appropriate.	3	2	1
4.	Each student has an Individual Program Plan.	3	2	1

5. Programs are offered in the general areas:

Program	No. Students		Teachers
	Segregated	Integrated	Full Time Equivalent
a) Hearing Impaired			
b) Vision Impaired			
c) Speech Disability			
d) Orthopedic Disability			
e) Dependent Disabled			
f) Homebound/Hospital			
g) Disabled, Trainable Mentally			
h) Disabled, Educable Mentally			
i) Behaviorally Disabled			
j) Learning Disabled			
k) Gifted and Talented			

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		Good	Fair	Poor
i)	How adequate is the variety of programs in meeting students' needs?	3	2	1
ii)	Do programs reflect stated objectives?	3	2	1
iii)	Are programs periodically assessed and modified where necessary?	3	2	1
iv)	Are there opportunities for local on-the-job training?	3	2	1

COMMENTS:

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Physical Facilities

		Good	Fair	Poor
1.	School buildings do not present hazards or barriers for physically disabled students.	3	2	1
2.	Instructional areas contain furniture and equipment necessary for the special programs.	3	2	1
3.	Non-instructional areas such as washrooms and playgrounds are adapted for the use of physically disabled students.	3	2	1
4.	Specialized equipment and aids are designed ergonomically for individual students.	3	2	1
5.	Special transportation is provided for students who are unable to use regular transportation.	3	2	1

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i)	How adequate are the facilities for special education programs?	3	2	1
ii)	To what extent is equipment functional and specialized for individual needs?	3	2	1
iii)	How appropriate and adequate is the work and office space for professional staff and support staff?	3	2	1

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	Good	Fair	Poor
iv) Are teacher aides available and appropriately assigned?	3	2	1

COMMENTS:

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Progress Evaluation

		Good	Fair	Poor
1.	Provision is made for student evaluation in relation to objectives of special education programs.	3	2	1
2.	Students' progress in knowledge and operational skills are evaluated using pre-tests, post-tests, and anecdotal records.	3	2	1
3.	Tests are used for diagnostic purposes.	3	2	1
4.	Interpretation of test results is used in conjunction with other information to assist students and to modify programs where appropriate.	3	2	1
5.	Students are encouraged to evaluate their own progress.	3	2	1
6.	Teacher-made tests are used when they are most suitable.			

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i) To what extent does the progress evaluation address the objectives of the special education program? 3 2 1

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	Good	Fair	Poor
ii) To what extent do teachers use evaluation results to analyze their own teaching effectiveness?	3	2	1
iii) How realistic are the program objectives in the light of evaluation results?	3	2	1
iv) To what extent are evaluation results used in program modification and revision of objectives?	3	2	1

COMMENTS:

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3.2 Individual Program Plans

If the assessment results indicate that the student can benefit from special education and related services or that the student's current individual education program needs revision an Individual Program Plan (IPP) will be designed to meet the identified education needs of the individual student.

This special plan will include, but not be limited to, such items as:

1. The student's present level of educational performance.
2. Annual program goals and instruction objectives.
3. Specific special educational instruction and services.
4. Evaluation procedures and schedules for determining the extent to which objectives are met.

Parents should participate in discussion and development of a student's IPP so that they may contribute useful information from home and reinforce the program when at home. The IPP is an integral part of the student's total service plan and requires considerable parent involvement. A further elaboration of the process to be followed in the development of IPP appears in the Special Education Handbook (pp. 30-39).

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3.3 Annual Reports

By July 31, school jurisdictions are required to submit an Annual Education Report on their programs to the local Regional Office of Alberta Education.

The format for the report is being designed and school boards will be informed of requirements when they have been established. Essentially, the report will be quite broad and will highlight particular programs and events of local interest. The report will become a public document so that local ratepayers, as well as Alberta Education, will be aware of developments.

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3.4 Local Appeal Committee

When there are disputes regarding the placement of students, parents are entitled to a fair and impartial hearing in keeping with the principles of fundmental justice. Each school board, therefore, is required to establish a Local Appeal Committee and state its nature and function. The Local Appeal Committee will hear testimony from both parties and determine whether exceptional needs are evident, if the proposed placement is appropriate, and if the stated procedures were followed. In the event of further dispute, either party may appeal to the Minister who will conduct such investigations as he deems necessary and whose final decision on the disposition of the case will be binding on both parties.

APPENDIX A

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Alberta
EDUCATION

Office of the Deputy Minister

10th Floor, Devonian Building, 11160 Jasper Avenue, Edmonton, Alberta, Canada T5K 0L2 403/427-2889

July 27, 1984

To: School Board Chairmen
Superintendents of Schools
Directors, Category II Private Schools
Board Chairmen, Category II Private Schools
Alberta Teachers' Association
Alberta School Trustees' Association
Alberta Federation of Home and School Associations
Alberta Association of Private and Independent Schools
Deputy Minister, Alberta Social Services and Community Health
Deputy Minister, Alberta Manpower
Deputy Minister, Alberta Advanced Education
Deputy Minister, Alberta Hospitals and Medical Care
Directors, Regional Offices of Social Services and Community Health
Vocational Rehabilitation of Disabled Persons Coordinating Committee

RE: POLICY WITH RESPECT TO PROVISION OF EDUCATION OR TRAINING FOR HANDICAPPED ADULTS

This letter is to serve as a follow up to the attached September 1983 news release outlining the responsibilities of government departments with respect to handicapped adults. According to the School Act (142, (2), (3)) "A person may continue to attend school up to the age of 18 years . . . " and "A board in its discretion may admit to its schools . . . any person 18 years of age or over . . . ."

In the past, especially in the case of handicapped pupils who may need longer than usual to complete a school program, boards have freely exercised the option of continuing to serve those pupils who wish to continue in attendance beyond age eighteen. In turn, Alberta Education has made grants available to cover, at least in part, the costs of this service to handicapped adults eighteen years of age and over.

Recently, however, some boards have found themselves unable to continue serving these adult students. In such circumstances, responsibility for these handicapped adults will be assumed by one of the following government departments: Alberta Social Services and Community Health, Alberta Advanced Education, or Alberta Manpower.

It is appropriate at this time to regularize procedures with respect to provision of services for handicapped adults. Consequently Alberta Education, in cooperation with the other three departments listed above, has developed a policy statment which is attached.

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Under this policy, any school board may continue to offer services to handicapped adults until they are 20 years of age as of September 1 of the school year and utilize the Special Education Program Grant and the School Foundation Program Fund Grant to help meet the costs involved. This option will assist pupils who need a longer period to complete their program. In addition, the Extension Grant may be accessed for the provision of services to handicapped adults in the same manner as for other adults.

Boards will continue to have the option of declining to provide services to handicapped individuals who are 18 years of age or over as of September 1 of the school year. However, the Board is required to give one year's notice of intention to withdraw service to a handicapped adult. This year's notice is required to allow the opportunity for adults to be transferred to a program supported by one of the other departments. The notice of termination of service to individual adults should be directed to the Regional Coordinating Committee for Adult Handicapped operating under the Regional Offices of Alberta Social Services and Community Health (list attached).

It is anticipated that by September 1985, all education and training programs for handicapped adults over the age of 20 years will be supported by one of the other three departments and not by Alberta Education. The only exception would be extension programs operated by school jurisdictions in which some handicapped adults may be enrolled.

In summary:

1. A school jurisdiction may choose to terminate service to a handicapped adult when the individual is 18 years of age as of September 1 of the school year.

2. A school jurisdiction may utilize the School Foundation Program Fund Grant and the Special Education Program Grant in support of programs for handicapped adults until an individual is 20 years of age as of September 1 of the school year.

3. A school jurisdiction may access the Extension Grant for the provision of educational programs for handicapped adults over 20 years of age as of September 1 of the school year.

It is appropriate that all school boards establish policy regarding the education of handicapped adults. This policy should be made known to the Regional Coordinating Committee for Handicapped Adults. Implementation of this policy should provide for one year's advance notice to the Regional Committee prior to termination of service to any handicapped adult.

During the 1984/85 school year school jurisdictions may continue to utilize the Special Education Program Grant in support of all handicapped adults previously supported under Special Education Grants. This will allow the condition of one year's advance notice to be followed.

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It is important to note that this new policy will not result in a withdrawal of services to handicapped adults. Education and training opportunities will remain available to those individuals through Alberta Social Services and Community Health, Alberta Advanced Education or Alberta Manpower. The Regional Coordinating Committees for the Education and Training of Handicapped Adults have been established to determine the needs in each region and to ensure that provisions are made for handicapped adults. It is expected that school officials and members of these committees will work together to ensure uninterrupted service to handicapped adults in their communities.

Sincerely,

Reno A. Bosetti
Deputy Minister
Alberta Education

RB/la

Attachment

EDUCATION OF HANDICAPPED ADULTS

Policy (Effective September 1985)

Alberta Education will provide Special Education Funding to school boards in support of handicapped students who are eligible under the School Foundation Program Fund Grant.

Guidelines

1. School jurisdictions may, at their discretion, continue to offer programs to handicapped students who are over 18 years of age as of September 1 of the school year.

2. Alberta Education Special Education Funding is available to school jurisdictions to support programs for handicapped adults until such time as the student is 20 years of age as of September 1 of the school year.

3. Handicapped adults are eligible for Alberta Education Extension Grants in the same manner as any other extension student.

4. Prior to termination of services to a handicapped adult the responsible school jurisdiction will give one year's notice to the Regional Coordinating Committee for the Education and Training of Handicapped Adults.

5. Where school boards have decided not to provide programs for handicapped adults, responsibility for offering adult programs rests with Alberta Social Services and Community Health, Alberta Advanced Education, or Alberta Manpower.

6. Where handicapped adults are attending approved Category II Private Schools, the appropriate government department noted in Section 5 of the Guidelines should be contacted to review available alternatives, one of which may be ongoing financial support of the Private School.

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7. The government department assuming responsibility for a program no longer supported by a school jurisdiction, will be determined in accordance with the statements in News Release #16, September 13, 1983 (attached). These guidelines apply to all handicapped adults. Where a dispute arises as to the determination of the appropriate government department to provide support for handicapped adults and/or support for programs serving handicapped adults, the case should be referred to the Provincial Vocational Rehabilitation of Disabled Persons Coordinating Committee for guidance.

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Alberta NEWS RELEASE

EDUCATION

NEWS RELEASE # 16 For Release: 8:15 a.m., Tuesday, September 13, 1983

EDMONTON -- An agreement concerning the education and training of mentally handicapped adult Albertans was announced today by the ministers of Education, Advanced Education, Manpower and Social Services and Community Health.

Alberta Advanced Education is responsible for providing college and Alberta Vocational Centre programs to mildly mentally handicapped students who would benefit from a one or two-year vocational program prior to employment or more advanced training.

Adults who require a longer period of instruction and practice before they are able to proceed to employment or more advanced training are eligible for vocational training and activity programs offered by community agencies. These are the responsibility of Alberta Social Services and Community Health.

Social Services and Community Health will also arrange programs for adults who are residents in a departmental facility and who would not benefit from community-based programs.

Alberta Manpower will provide student allowances and tuition support for eligible students attending post-secondary institutions. Alberta Manpower Career Centres, located in 13 centres across the province, also provide career counselling services.

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Alberta Education funds school boards for educational programs for mentally handicapped students up to the age of 18, except for those requiring 24-hour institutional care, 24-hour nursing or medical care, or both. For those over 18, school boards provide programs at their discretion, with funding from Alberta Education according to established guidelines.

In making the announcement, Education Minister David King said: "In the past few years, there has been an increasing demand for education and training of mentally handicapped adult Albertans.

"I expect an improved understanding of the educational opportunities available to mentally handicapped adults in Alberta will enable this population to access the programs and services that are available."

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Public Affairs Officer
Alberta Education
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Program Consultant
Alberta Advanced Education
Telephone: (403) 427-5634

Jim Dau
Media Relations
Alberta Social Services and
Community Health
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Gillian Garner
Communications Director
Alberta Manpower
Telephone: (403) 422-4495

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OFFICES OF REGIONAL COORDINATING COMMITTEES FOR ADULT HANDICAPPED

1. **Edmonton Region**

Jack Flaherty, Director
11748 - Kingsway Avenue
Edmonton, Alberta
T5G 0X5

Phone: 422-3633

School jurisdictions included:

Divisions:	Sturgeon #24 Yellowhead #12
Counties:	Leduc #25 Parkland #31 Strathcona #20
Districts:	Devon #4972 Edmonton #7 Grande Cache #5258 Jasper #3063 Legal #1738 St. Alberta #3 Thibaud #35
R.C.S.S.D.:	Big Eddie #164 Drayton Valley #111 Edmonton #7 Edson #153 Fort Saskatchewan #104 Hinton #155 Leduc #132 Saskatchewan #14 Spruce Grove #128 Stony Plain #151 Tomahawk #120
Prostestant Separate:	St. Albert #6
D.N.D.:	Canadian Forces Base District #4986

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2. **Calgary Region**

Mel Finlay, Director
Main Floor, Tower 3, Deerfoot Junction
1212 - 31 Avenue N.E.
Calgary, Alberta
T2E 7S8

Phone: 297-4575

School jurisdictions included:

Divisions:	Foothills #38
	Mount Rundle #64
	Rocky View #41
County:	Wheatland #16
Districts:	Banff #102
	Calgary #19
	Exshaw #1699
	*Keystone Valley #5098
	Lake Louise #1063
	Morley #172
R.C.S.S.D.:	Calgary #1

3. **Northwest Region**

Guy Piquette, Director
P.O. Box 326
McLennan, Alberta
T0H 2L0

Phone: 324-3960

School jurisdictions included:

Divisions:	East Smoky #54
	Fairview #50
	Fort Vermilion #53
	High Prairie #48
	Northland #61
	Peace River #10
	Spirit River #47

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Counties:	Barrhead #11
	Grande Prairie #1
	Lac Ste. Anne #28
Districts:	Grande Prairie #2357
	Grovedale #4910
	*St. Isidore #5054
	Swan Hills #5109
	Whitecourt #2736
R.C.S.S.D.:	Aubindale #122
	Beaverlodge #68
	Dell #152
	Fort Vermilion #26
	Grande Prairie #28
	Grimshaw #88
	High Prairie #56
	Manning #37
	McLennan #30
	Nampa #96
	Peace River #43
	Sexsmith #51
	Spirit River #36
	St. Thomas (Fairview) #35
	Valleyview #84
	Whitecourt #94
Consolidated:	Falher #69
D.N.D.:	Medley #5029
Protestant Separate:	*Smithreade #7

4. **Northeast Region**

Wayne Wright, Director
M & M Building
10107 - 102 Street
Box 1410
Lac La Biche, Alberta
T0A 2C0

Phone: 623-5283

School jurisdictions included:

Divisions:	Lac La Biche #51
	Lloydminster #1753
	Westlock #37
Counties:	Athabasca #12
	Lamont #30
	Minburn #27
	Smoky Lake #13
	St. Paul #19
	Thorhild #7
	Two Hills #21
	Vermilion River #8
Districts:	Fort McMurray #2833
	Lakeland #5460
	St. Paul #2228
Protestant Separate:	Glen Avon #5
R.C.S.S.D.:	Fort McMurray #32
	Lakeland #150
	Vermilion #97
	*Lloydminster

5. **Central Region**

Helen Wentz, Director
4415 - 49 Street
Innisfail, Alberta
TOM 1A0

Phone: 227-6868

School jurisdictions included:

Divisions:	Acadia #8
	Berry Creek #1
	Drumheller Valley #62
	Neutral Hills #16
	Provost #33
	Rangeland #9
	Rocky Mountain #15
	Starland #30
	Three Hills #60
	Wainwright #32

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Counties:	Camrose #22
	Beaver #9
	Flagstaff #29
	Lacombe #14
	Mountain View #17
	Paintearth #18
	Ponoka #3
	Red Deer #23
	Stettler #6
	Wetaskiwin #10
Districts:	Camrose #1315
	*Hokenheim #2094
	Red Deer #104
	*Rosenheim #1892
	Stettler #1475
	*Western Ridge #2083
	Wetaskiwin #264
R.C.S.S.D.:	Assumption #50
	Camrose #60
	*Crossroads #46
	Drumheller #25
	*Gartley #10
	*Hayter #70
	Killam #49
	*Luxemburg #71
	*Morning Glory #103
	Ponoka #95
	Provost #65
	Red Deer #17
	Rocky Mountain #131
	*Rosedale #108
	*Strand #86
	Theresetta #23
	Wainwright #31
	Wetaskiwin #15
	*White Rose #102
Consolidated:	Lousana #38
D.N.D.:	Mynarski Park #5012

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6. South Region

Lorene Harrison, Director
2105 - 20 Avenue
Coaldale, Alberta
T0K 0L0

Phone: 345-2277

School jurisdictions included:

Divisions:	Cardston #2
	Crowsnest Pass #63
	Medicine Hat #4
	Pincher Creek #29
	Taber #6
	Willow Creek #28
Counties:	Forty Mile #8
	Lethbridge #26
	Newell #4
	Vulcan #2
	Warner #5
Districts:	Brooks #2092
	Lethbridge #51
	Medicine Hat #76
	*Portsmouth #3705
	Redcliff #2283
	Stirling #647
	Waterton Park #4232
R.C.S.S.D.:	Bow Island #82
	*Burdett #83
	Coaldale #73
	Lethbridge #9
	Medicine Hat #21
	Picture Butte #79
	Pincher Creek #18
	*Raymond #100
	Taber #54
Consolidated:	Barons #8
D.N.D.:	Ralson #4981

* non-operating schools

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APPENDIX B

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Alberta
EDUCATION

Office of the Deputy Minister

10th Floor, Devonian Building, 11160 Jasper Avenue, Edmonton, Alberta, Canada T5K 0L2 403/427-2889

June 5, 1984

To: Category II Private Schools for the Handicapped
School Superintendents
Secretary Treasurers
Directors of Regional Offices of Education

Re: **Category II Private Schools for the Handicapped - Funding**

With the implementation of the Alberta Education Management and Finance Plan and revisions to special education funding effective September 1984, concern has been expressed over the manner in which funding will be provided in support of pupils attending Category II Private Schools for the Handicapped. The following information will clarify funding procedures for pupils attending these schools in 1984-85 and future years.

1984-85 School Year

1. Pupils directed to attend Category II Private Schools by the jurisdiction in which they are resident will be supported through tuition agreements between the private school and the school jurisdiction. The jurisdiction may discharge its responsibility by paying a part or all of the tuition fee charged by the school. It is expected that the tuition paid by the school jurisdiction will be at least equivalent to that paid through a combination of the Alberta Education grant and the local contribution in the previous year.

2. For all pupils placed in the private school by parents prior to June 1, 1984, without school jurisdiction support, Alberta Education will pay a grant equivalent to that available on the pupil's behalf in 1983-84.

3. For all pupils placed in the private school after June 1, 1984, without school jurisdiction support, Alberta Education will pay a grant equivalent to 75% of the S.F.P.F. rate.

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4. Alberta Education will provide a one-time lump sum payment to Category II Private Schools to guarantee a level of revenue from a combination of school jurisdiction and Alberta Education grants equivalent to that received in the 1983-84 school year. The amount will be based on the same level of service to the same number of students served in the 1983-84 school year. A decrease in the number of students served or level of service provided would cause the grant to be pro-rated accordingly. The amount payable by Alberta Education will not be increased if the number of students served in the 1984-85 school year is larger than that served during the 1983-84 school year. This payment will allow for transition to the new funding procedures under the Management and Finance Plan.

1985-86 and Subsequent School Years

1. Pupils directed to attend a Category II Private School by a school jurisdiction in which they are resident will be supported by a negotiated tuition agreement between the private school and the school jurisdiction.

2. Pupils placed in a Category II Private School by a parent, without school jurisdiction support, will be eligible to receive a grant equivalent to 75% of the S.F.P.F. rate.

In a situation where a parent places a child in a Category II Private School for the Handicapped, in spite of the Board's declaration that a suitable program is available within the jurisdiction, the Board and parent may negotiate an agreement where the Board will contribute to the cost of the placement. It is expected that the Board contribution would be no less than the grant previously paid directly by Alberta Education on behalf of such students.

In the case of disputes regarding placement and payment of tuition fees, parents are entitled to due process through a review of the dispute by a local appeal committee. This committee, established by the Board, is to be independent of the Board to avoid bias in arbitration of the dispute. It is the expectation of Alberta Education that the Board will authorize the independent appeal committee to arbitrate placement disputes and will accept the decision of the committee as final and binding.

The future role of Category II Private Schools will depend on their ability to persuade parents, and notably boards, that they offer a program for a child which is efficient, economic and effective. It is a generally accepted principle that school

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jurisdictions are responsible for the provision of programs for all resident pupils, including those who are handicapped, gifted or talented. Boards may choose to strike an agreement to purchase service from a private school when that service is an economic alternative to 'self service'.

It should be emphasized that the grandfathering of students and revenue is for the 1984-85 school year only. Subsequent to that, the only support from Alberta Education to Category II Private Schools will be as indicated. The considerations provided for the 1984-85 school year are in recognition of the uncertainty associated with transition to the new funding procedures under the Management and Finance Plan.

If further clarification of this matter is required please contact Dr. Heleen J. McLeod, Director, Special Educational Services, 5th Floor, West Tower, Devonian Building, 11160 Jasper Avenue, Edmonton, Alberta, T5K OL2. Phone: 427-2929.

Your cooperation in facilitating the appropriate educational placement of handicapped children will be appreciated.

Sincerely,

Reno A. Bosetti
Deputy Minister

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FUNDING OF CATEGORY II PRIVATE SCHOOLS

1984-85 School Year

1. Funds paid directly by Alberta Education to Category II Private Schools.

   A. Pupils placed by parents, without school jurisdiction support, in the 1983-84 school program year.

Age of Person on Sept. 1 of the School Year	Trainable Mentally Handicapped	Learning Disabled	Behavi-orally Disordered	Dependent Handicapped or Multiple Handicapped
at least 5 years 6 months but less than 12 years	$2,850	$3,600	$2,168	$6,600
at least 12 years but less than 15 years	2,910	3,660	2,220	6,660
at least 15 years but less than 20 years	3,090	3,840	2,408	6,840

   B. Pupils placed by parents, without school jurisdiction support, in the 1984-85 school program year.

at least 5 years 6 months but less than 12 years	1,260.40/pupil
at least 12 years but less than 15 years	1,318.00/pupil
at least 15 years but less than 20 years	1,509.00/pupil

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1985-86 And Subsequent School Years

Funds will be paid directly to Private Schools for the Handicapped by Alberta Education only on behalf of pupils placed by parents without school jurisdiction support. The amount paid will be equivalent to 75% of the School Foundation Program Fund rate.

Pupils Placed by School Jurisdictions In 1984-85 - Suggested Guidelines for Tuition Payments

It is appropriate that school jurisdictions pay a fee equivalent to the 1983-84 Alberta Education Grant plus the school jurisdiction's contribution. However, the amount of tuition fee payable is a matter for negotiation between the school jurisdiction and a Category II Private School for the Handicapped.

Age of Person on Sept. 1 of the School Year	Trainable Mentally Handicapped	Learning Disabled	Behavi-orally Disordered	Dependent Handicapped or Multiple Handicapped
at least 5 years 6 months but less than 12 years	$4,800	$5,800	$3,890	$9,800
at least 12 years but less than 15 years	4,880	5,880	3,960	9,880
at least 15 years but less than 20 years	5,120	6,120	4,210	10,120

Subsequent to the 1984-85 school year it is appropriate that school jurisdictions be responsible for the direct instructional costs when they support a pupil's attendance in Category II Private Schools for the Handicapped. Instructional costs may be computed as follows:

$$\frac{\text{Cost of Classroom Staff (teacher*/teacher aide*)}}{\text{Number of pupils per classroom}} = \text{Instructional Cost}$$

Example 1

$$\frac{35{,}000 \text{ (teacher)} + 15{,}000 \text{ (aide)}}{10 \text{ pupils}} = \$5{,}000.00$$

Example 2

$$\frac{35{,}000 \text{ (teacher) } 15{,}000 \text{ (aide)}}{5 \text{ pupils}} = \$10{,}000.00$$

Example 3

$$\frac{35{,}000 \text{ (teacher)}}{4 \text{ pupils}} = \$8{,}750.00$$

* average salaries are used.

NOTE: Other instructional costs such as materials, equipment, and ancilliary staff may be included in computation of the tuition fee where the school jurisdiction and private school agree that such charges are appropriate. Disputes regarding the amount of tuition fees payable should be referred to the Director of the local Regional Office of Alberta Education.

APPENDIX C

INSTITUTIONAL SERVICES

POLICY

Alberta Education will provide funding to school boards which operate school programs in institutions.

GUIDELINES

1. Every school age student resident in or placed in an institution, unless exempted for medical or other reasons, should be provided with a school program.

2. School programs in institutions are justified where it would be dangerous or excessively difficult for the students to leave the insititution for school programs elsewhere.

3. The school board operating a school program in connection with an institution may become eligible for institutional service funding (Institutional Support Grant) only where admission to and discharge from the school program is under the complete control of the institution, rather than under the control of the school board. This condition pertains whether the students attend the school program on-site at the institution or off-site.

4. Each school program in an institution becomes eligible for Institutional Support Grants when, after meeting the criteria, it has been recommended as an "institution" by the Director of the Regional Office in whose zone the school board serving or intending to serve the institution is located, and approved by the Assistant Deputy Minister, Program Delivery.

5. When the responsibility for the placement of a student or a group of students is given to or returned to the school board by the institution, the student or group of students is no longer eligible for institutional support funding.

6. The school board operating a school program in connection with an institution and eligible for Institutional Supprt Grant funding, will be eligible for School Foundation Program Fund Grants on behalf of the enrolled students.

7. The school board operating a school program in an institution is responsible for ensuring that the contract with the agency responsible for the institution allows for the operation of a program of comparable quality to the other special education services provided by the board.

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8. The board is expected to provide the same level of monitoring of the school program in the institution as provided to other special education programs in the jurisdiction.

9. The school program in an institution will be considered an integral part of the operating school board's special education program for monitoring and evaluation by Alberta Education.

PROCEDURES

1. The institution or sponsoring agency and a local school board will come to an agreement for the provision of school programs to students being served by the institution.

2. To receive Institutional Support Grant funding, the school board will submit an application for approval to the Director of the Regional Office of Education.

3. Each student registered in and attending a school program in an institution on September 30, will be counted as a resident of the school board in which the student's parents reside.

4. The Institutional Support Grant is based on a formula of one grant for each teaching position, approved by Alberta Education, which is held by a certificated teacher employed in the school program.

5. When students resident in a group home receive their education together -- either on-site or off-site, and where admission to and discharge from the school program remains under the control of the group home rather than under the school board, the group home is considered to be an institution and the school board is eligible for Institutional Support Grants on behalf of the school program.

DEFINITIONS

Group Home

A group home is a supervised residence for a group of persons, usually sharing some special needs. The concept of a group home parallels the concept of a standard family home. The resident will leave the group home to participate in schooling/work and in at least some social and recreational activities. The group home is not a self-sufficient, all-providing environment and normally is not considered to be an institution.

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Institution

An institution is a setting where a group of persons is placed through hospital admission, formal legal action, or by a social service agency responsible to Alberta Social Services and Community Health for therapy, detention, and/or care. An institution provides schooling/work, social, and recreational activities within its own resources. The setting provides a service to the surrounding region and/or to the province rather than serving only the resident student of the immediate school jurisdiction. In some cases the institution may operate an institutional group home and provide educational services off-site through the rental of space in a school or other facility.

Institutional Student

An institutional student is one who is placed in an institutional setting as a day student or is resident in the institution through hospital admission, formal legal action, or by a recognized social service agency responsible to Alberta Social Services and Community Health; and attends the school program on-site or in a facility which is the legal responsibility of the government department controlling the institution.

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APPENDIX D

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SPECIAL EDUCATION CONTINGENCY FUND

BACKGROUND

Under the previous funding structure, special education programs were supported by specific grants such as the Special Education Teaching Position Grant or the Program Unit Grant. The funding base was the actual provision of a special education service. The Management and Finance Plan (MFP) provides an equitable base of funding determined by the number of resident students in the jurisdiction. The scheme is modified so that, assuming enrollments do not decline, a jurisdiction will not receive less funding than in the previous year. In order to be sensitive to the financial demands which are placed on small school jurisdictions by the random appearance of severely disabled students, Alberta Education will initiate a contingency fund. The fund is intended to offset the financial burden caused by the need of a small jurisdiction to provide costly special education services to one or more students with unusual needs.

The small jurisdiction can apply to the Director of the Regional Office of Education for financial support from the fund in cases of unusual need.

POLICY

Alberta Education will give special consideration to small jurisdictions which incur unusually heavy costs in providing educational programs for severely disabled students where the cost of providing that service exceeds the grant and the expected level of local contribution.

GUIDELINES

1. Jurisdictions having a resident student count of less than 500 will be given priority consideration for support under the Special Education Contingency Fund.

2. The local contribution to the special education program and the tuition fees of non-resident students being served in special education programs must be included in the actual and anticipated revenues and expenditures.

3. The necessary additional expenditures must be shown to be potentially detrimental to the other special education and regular programs of the jurisdiction.

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4. The special needs of the student under consideration must be clearly indicated.

PROCEDURES

1. The small school jurisdiction may submit a written request to the Director of the Regional Office of Education.

2. The jurisdiction will submit a copy of its current special education plan to the Director.

3. The jurisdiction will submit a copy of its current special education budget which will include the amount of local contribution and the non-resident fees of students being served in special education programs.

4. The jurisdiction will submit relevant information about the needs of the student in question.

5. The jurisdiction will submit a budget showing the estimated costs of the program in question.

6. The jurisdiction will submit a statement specifying the detrimental effect which the additional unsupported costs would have on the existing special education and/or regular programs.

7. The Director may have the request investigated and a report submitted by staff from the Regional Office.

8. The Director of the Regional Office of Education will recommend the amount of support to the Assistant Deputy Minister, Program Delivery.

9. The Finance and Administration Branch will arrange for payment to the school jurisdiction.